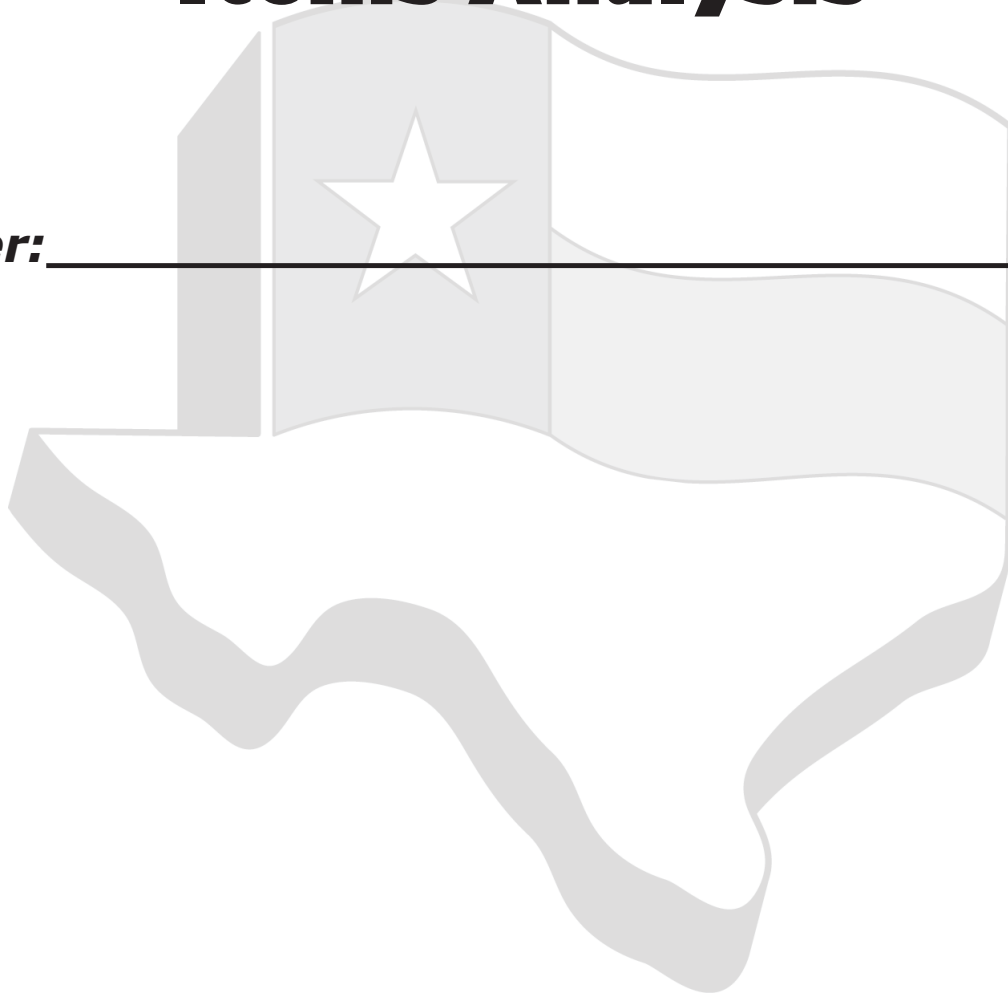


Step Up to the TEKS
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Fourth Grade Mathematics

2017 Released Items Analysis

Teacher: _____



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Edition I



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4th Grade Mathematics

Released Items

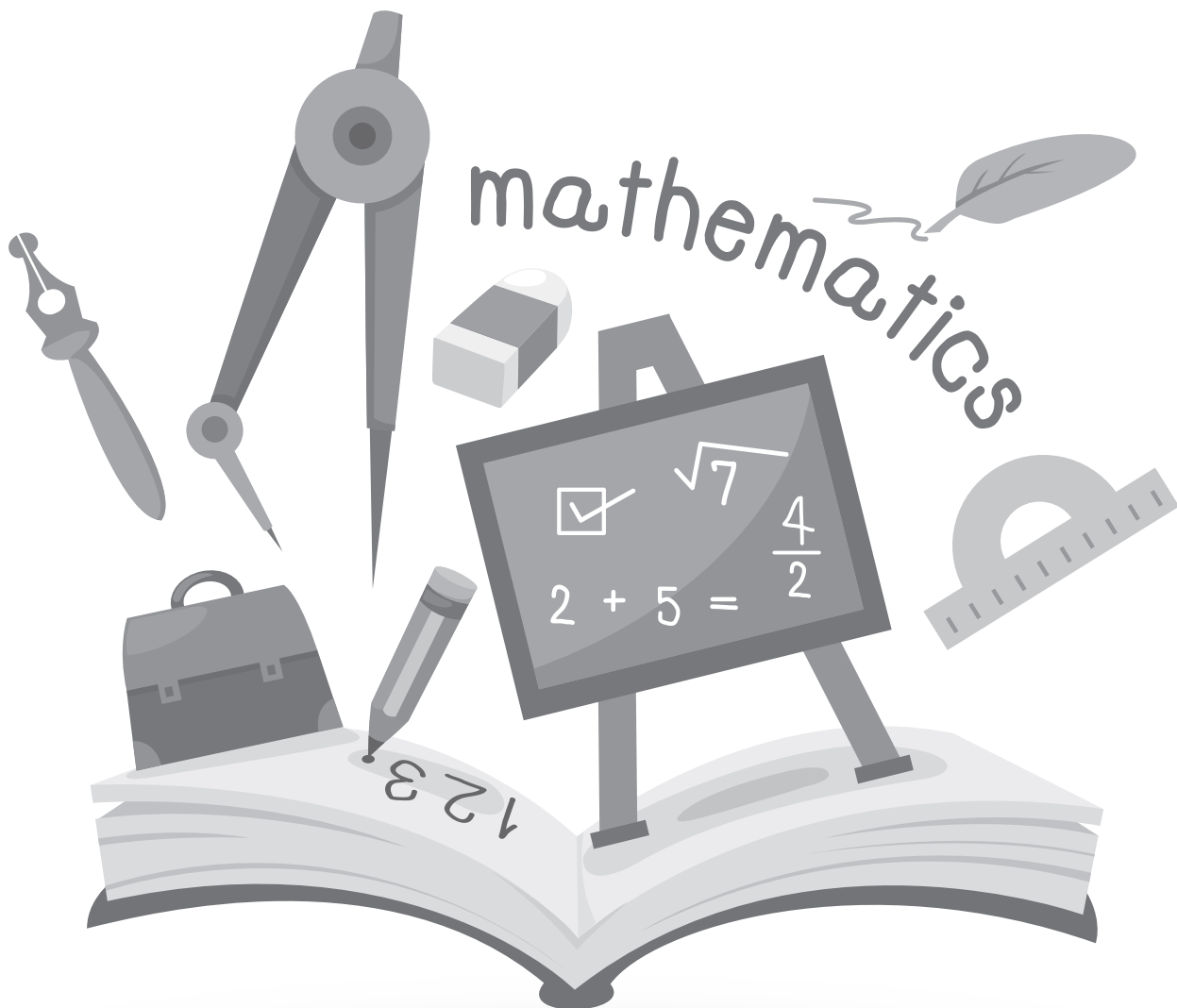
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Instructional Analysis **2017 Released Test**



TEKS 4.2B Readiness Standard

represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals

ITEM

3 Quinlyn described a number using these clues.

- The value of the digit 7 is (7×10) .
- The value of the digit 3 is $(3 \times 1,000)$.
- The value of the digit 1 is (1×100) .

Which number could fit Quinlyn’s description?

- A** 3,175.02
- B** 93,075.01
- C** 3,651.70
- D** 9,372.01

Item Analysis

Verb	Represent
Using or Including	Numerals
Concept	Value of Digits in Whole Numbers
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.2B Readiness Standard

represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals

ITEM

27 The number 47.06 can be expressed as —

- A** $(4 \times 10) + (7 \times 1) + (6 \times 0.01)$
- B** $(4 \times 10) + (7 \times 1) + (6 \times 0.1)$
- C** $(4 \times 1) + (7 \times 1) + (0 \times 1) + (6 \times 1)$
- D** $(4 \times 10) + (7 \times 1) + (0 \times 10) + (6 \times 100)$

Item Analysis

Verb	Represent
Using or Including	Expanded Notation
Concept	Value of Digits in Whole Numbers
Process TEKS	4.1B, 4.1F

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TEKS 4.2C Supporting Standard

compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$

ITEM

30 The weights of four hippos at a zoo are listed.

- Hippo W: 3,894 lb
- Hippo X: 3,648 lb
- Hippo Y: 3,699 lb
- Hippo Z: 3,806 lb

If the hippos are listed in order from least weight to greatest weight, which hippo would come third in the list?

- F** Hippo W, because $3,806 < 3,648 < 3,894 < 3,699$
- G** Hippo X, because $3,806 < 3,894 < 3,648 < 3,699$
- H** Hippo Y, because $3,894 < 3,648 < 3,699 < 3,806$
- J** Hippo Z, because $3,648 < 3,699 < 3,806 < 3,894$

Item Analysis

Verb	Order
Using or Including	Symbol $<$
Concept	Whole Numbers
Process TEKS	4.1A, 4.1B, 4.1G

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TEKS 4.2D Supporting Standard

round whole numbers to a given place value through the hundred thousands place

7 Scott traveled 557 miles to visit his cousin. What is this number rounded to the nearest ten?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb	Round
Using or Including	Hundred Thousands
Concept	Whole Numbers
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.2G Readiness Standard
relate decimals to fractions that name tenths and hundredths

ITEM

1 Larry has written $\frac{6}{10}$ of his book report. Which decimal represents the part of the book report he has written?

- A** 6.1
- B** 6.01
- C** 0.6
- D** 0.06

Item Analysis

Verb	Relate
Using or Including	NA
Concept	Decimals
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.2G Readiness Standard
relate decimals to fractions that name tenths and hundredths

ITEM

32 In science class Douglas measured the mass of a rock in kilograms. The mass of the rock was 0.26 kg. Which fraction is equivalent to this number?

- F** $\frac{26}{100}$
- G** $\frac{26}{10}$
- H** $2\frac{6}{100}$
- J** $2\frac{1}{6}$

Item Analysis

Verb	Relate
Using or Including	NA
Concept	Fractions
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.3D Readiness Standard

compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$

ITEM

14 Trevor jogged the following fractions of a mile last week.

- Monday: $\frac{3}{4}$ mile
- Tuesday: $\frac{5}{10}$ mile
- Friday: $\frac{4}{5}$ mile

Which comparison of these fractions of a mile is true?

- F** $\frac{4}{5} < \frac{5}{10}$
G $\frac{4}{5} < \frac{3}{4}$
H $\frac{3}{4} < \frac{5}{10}$
J $\frac{3}{4} < \frac{4}{5}$

Item Analysis

Verb	Compare
Using or Including	Using Symbols
Concept	Different Numerators and Denominators
Process TEKS	4.1A, 4.1B, 4.1F

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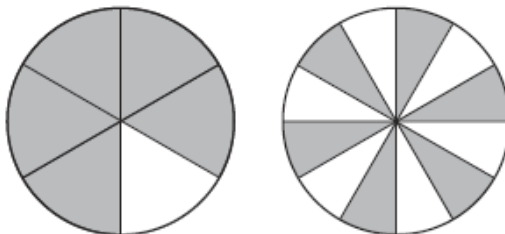
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TEKS 4.3D Readiness Standard

compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$

ITEM

23 The models are shaded to represent two fractions.



Which statement correctly compares these two fractions?

- A** $\frac{5}{6} > \frac{6}{12}$
B $\frac{5}{6} = \frac{6}{12}$
C $\frac{5}{6} < \frac{6}{12}$
D None of these

Item Analysis

Verb	Compare
Using or Including	Using Symbols
Concept	Different Numerators and Denominators
Process TEKS	4.1A, 4.1B, 4.1D, 4.1F

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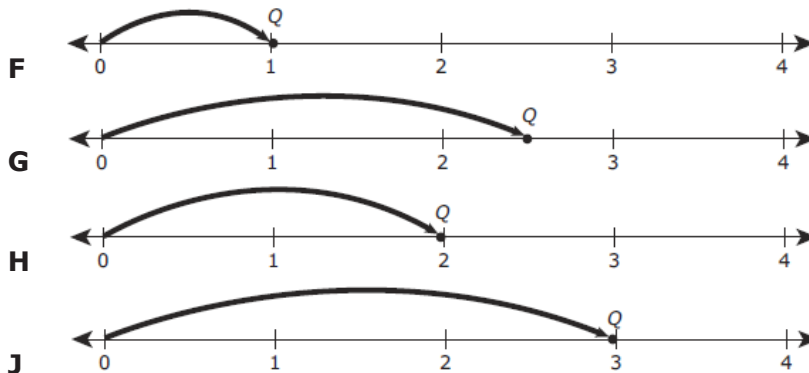
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TEKS 4.3G Supporting Standard

represent fractions and decimals to the tenths or hundredths as distances from zero on a number line

ITEM

12 On which number line does point Q best represent a distance of 2.98 units from zero?



Item Analysis

Verb	Represent
Using or Including	Number Line
Concept	Decimals to the Hundredths
Process TEKS	4.1B, 4.1E, 4.1F

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Item Analysis

Verb	
Using or Including	
Concept	
Process TEKS	

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TEKS 4.3E Readiness Standard

represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations

ITEM

6 On Monday, Pete and Ted completed a total of $\frac{7}{10}$ of their group project. Pete completed $\frac{3}{10}$ of the project.



What fraction of the group project did Ted complete on Monday?

- F $\frac{4}{10}$
- G $\frac{4}{7}$
- H $\frac{7}{10}$
- J $\frac{3}{4}$

Item Analysis

Verb	Solve
Using or Including	Pictorial Models
Concept	Subtraction of Fractions
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.3E Readiness Standard

represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations

ITEM

18 Mrs. Owen ordered two foot-long sandwiches for her three children to share. The picture shows the two sandwiches cut in half. Each child ate half a sandwich.



Which fraction represents the number of sandwiches the children ate?

- A $\frac{3}{2}$
- B $\frac{2}{3}$
- C $\frac{4}{4}$
- D $\frac{3}{6}$

Item Analysis

Verb	Solve
Using or Including	Objects
Concept	Addition of Fractions
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.4A Readiness Standard

add and subtract whole numbers and decimals to the hundredths place using the standard algorithm

ITEM

21 Kristine has a \$10 bill to spend at a book fair. She buys one book for \$4.95, two bookmarks for \$0.65 each, and a key chain for \$1.85.

How much change should Kristine receive from her \$10 bill?

- A** \$2.55
- B** \$2.10
- C** \$3.45
- D** \$1.90

Item Analysis

Verb	Add and Subtract
-------------	------------------

Using or Including	Standard Algorithm
---------------------------	--------------------

Concept	Decimals
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Process TEKS	4.1A, 4.1B, 4.1F
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TEKS 4.4B Supporting Standard

determine products of a number and 10 or 100 using properties of operations and place value understandings

ITEM

34 Ms. Gonzales packs 45 boxes with limes. Each box holds 100 limes. How many limes can Ms. Gonzales pack into these boxes?

- F** 4,005
- G** 450
- H** 145
- J** 4,500

Item Analysis

Verb	Determine
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Using or Including	Place Values Understandings
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Concept	Products
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Process TEKS	4.1A, 4.1B, 4.1F
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TEKS 4.4D Supporting Standard

use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties

ITEM

- 4** There are 27 teams in a hockey league. There are 16 players on each team. How many players are in the hockey league?
- F** 162
G 189
H 432
J Not here

Item Analysis

Verb	Use
Using or Including	Strategies
Concept	Multiply Two-Digit by Two-Digit
Process TEKS	4.1A, 4.1B, 4.1F

Provided by:



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TEKS 4.4F Supporting Standard

use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor

ITEM

- 26** Evans will deliver a total of 168 cases of soda to 7 different grocery stores today. He will deliver the same number of cases to each store.
- How many cases of soda will Mr. Evans deliver to each store?
- Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb	Use
Using or Including	Strategies
Concept	Multiply Three-Digit by One-Digit
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.4G Supporting Standard

round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

ITEM

24 The table shows the number of cartons of milk the school cafeteria sold each day last week.

Milk

Day	Number of Cartons Sold
Monday	352
Tuesday	426
Wednesday	449
Thursday	373
Friday	402

Which of these is the best estimate of the number of cartons of milk the cafeteria sold last week?

- F** 400
- G** 1,800
- H** 2,000
- J** 2,500

Item Analysis

Verb	Round
Using or Including	Whole Numbers
Concept	Estimations
Process TEKS	4.1A, 4.1B, 4.1C, 4.1E, 4.1F

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TEKS 4.4H Readiness Standard

solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders

ITEM

16 The coaches at Xavier Elementary School bought cases of sports drinks for a field day. They bought 76 cases of drinks. Each case contained 24 drinks. All the drinks were given out to students. Each student received 3 sports drinks.

How many students received sports drinks?

- F** 5,472
- G** 300
- H** 1,824
- J** 608

Item Analysis

Verb	Solve
Using or Including	NA
Concept	Multiplication Division
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.4H Readiness Standard

solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders

ITEM

28 Valerie had a jug that contained 128 fl oz of salsa to put into bowls at a restaurant. She filled each bowl with 6 fl oz of salsa until there was not enough salsa left in the jug to completely fill another bowl.

How many fluid ounces of salsa were left in the jug?

- F** 22 fl oz
- G** 21 fl oz
- H** 122 fl oz
- J** 2 fl oz

Item Analysis

Verb	Solve
Using or Including	Interpreting Remainders
Concept	Division
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.5A Readiness Standard

solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders

ITEM

11 It took Ian three years to collect 25,413 aluminum cans to recycle. In the first year he collected 8,917 cans, and in the second year he collected 7,639 cans.

Which equation can be used to find x , the number of cans Ian collected in the third year?

- A** $x = 25,413 - 8,917 - 7,639$
- B** $x = 25,413 + 8,917 + 7,639$
- C** $x = 8,917 + 7,639$
- D** $x = 8,917 - 7,639$

Item Analysis

Verb	Solve
Using or Including	NA
Concept	Addition Subtraction
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.5B Readiness Standard

represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence

9 The rule +38 is used to show the relationship between the position of a number in a pattern and the value of that number. Which table shows this relationship?

A

Position	Expression	Value
38	$38 + 1$	39
38	$38 + 2$	40
38	$38 + 3$	41
38	$38 + 4$	42

B

Position	Expression	Value
38	38×1	38
38	$38 + 0$	38
38	$38 \div 1$	38
38	$38 - 0$	38

C

Position	Expression	Value
1	$1 + 37$	38
2	$2 + 36$	38
3	$3 + 35$	38
4	$4 + 34$	38

D

Position	Expression	Value
1	$1 + 38$	39
2	$2 + 38$	40
3	$3 + 38$	41
4	$4 + 38$	42

Item Analysis

Verb

Represent

Using or Including

Input-Output Table

Concept

Number Pattern

Process TEKS

4.1B, 4.1E, 4.1F

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Item Analysis

Verb

Using or Including

Concept

Process TEKS

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TEKS 4.5D Readiness Standard

solve problems related to perimeter and area of rectangles where dimensions are whole numbers

ITEM

8 Bonnie has a rectangular picture of her dog. Use the ruler provided to measure the length and width of the picture to the nearest inch.



Which measurement is closest to the area of the picture in square inches?

- F** 15 square inches
- G** 96 square inches
- H** 24 square inches
- J** 16 square inches

Item Analysis

Verb	Solve
Using or Including	Whole Numbers
Concept	Area of Rectangle
Process TEKS	4.1A, 4.1B, 4.1C, 4.1E, 4.1F

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TEKS 4.5D Readiness Standard

solve problems related to perimeter and area of rectangles where dimensions are whole numbers

ITEM

15 Mr. Yates walks around the perimeter of a square playground every day for exercise. Each side of the playground is 29 yards long.

What is the perimeter of the playground in yards?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb	Solve
Using or Including	Whole Numbers
Concept	Perimeter
Process TEKS	4.1A, 4.1B, 4.1C, 4.1F

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TEKS 4.6B Supporting Standard

identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure

ITEM

17 Lana drew these figures.

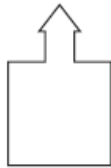


Figure L

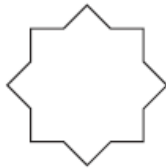


Figure M



Figure N

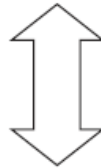


Figure P

Which of these figures appear to have both a horizontal line of symmetry and a vertical line of symmetry?

- A** Figure M only
- B** Figure L and Figure N
- C** Figure M and Figure P only
- D** Figure L, Figure M, and Figure P

Item Analysis

Verb	Identify
Using or Including	Two-Dimensional Figures
Concept	Lines of Symmetry
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.6C Supporting Standard

apply knowledge of right angles to identify acute, right, and obtuse triangles

ITEM

29 Lela made a triangle that had one 90° angle and two acute angles. Which term describes Lela's triangle?

- A** Right triangle, because there is one 90° angle
- B** Acute triangle, because there are two acute angles
- C** Obtuse triangle, because the largest angle is obtuse
- D** Right triangle, because all three angles are 90°

Item Analysis

Verb	Identify
Using or Including	Apply Knowledge of Right angles
Concept	Triangles
Process TEKS	4.1A, 4.1B, 4.1G

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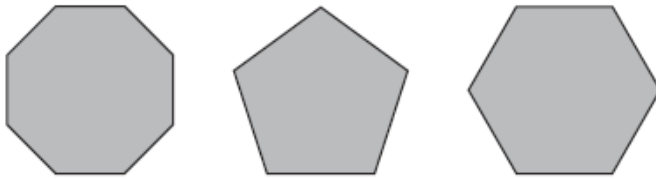
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TEKS 4.6D Readiness Standard

classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size

ITEM

5 Ruth sorted polygons into groups. The polygons shown belong in the same group.



Which description best represents this group?

- A** Polygons with perpendicular and parallel lines
- B** Polygons with perpendicular lines only
- C** Polygons with acute and obtuse angles
- D** Polygons with obtuse angles only

Item Analysis

Verb	Classify
Using or Including	Parallel or Perpendicular Lines
Concept	Two-Dimensional Figures
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.6D Readiness Standard

classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size

ITEM

20 Landry drew a flag with exactly one pair of perpendicular sides. Which of these could be the shape of the flag?

- F** Right triangle
- G** Acute triangle
- H** Rectangle
- J** Square

Item Analysis

Verb	Classify
Using or Including	Perpendicular Lines
Concept	Two-Dimensional Figures
Process TEKS	4.1A, 4.1B, 4.1F

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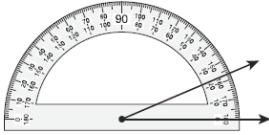
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TEKS 4.7C Readiness Standard

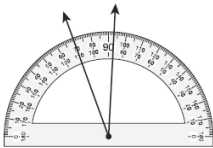
determine the approximate measures of angles in degrees to the nearest whole number using a protractor

10 Which angle does NOT appear to have a measure of 23°?

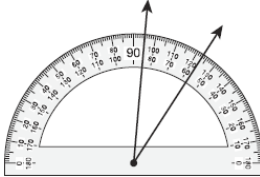
F



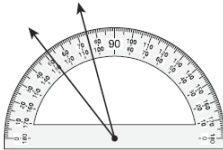
G



H



J



Item Analysis

Verb Determine

Using or Including Protractor

Concept Measures of Angles

Process TEKS 4.1B, 4.1E, 4.1F

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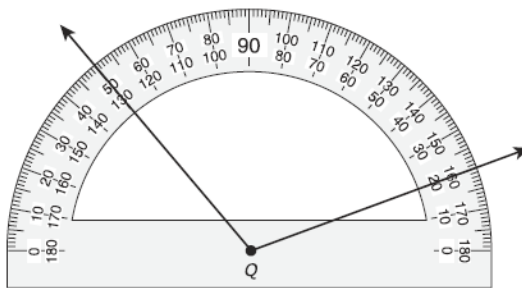


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TEKS 4.7C Readiness Standard

determine the approximate measures of angles in degrees to the nearest whole number using a protractor

25 Angle Q is shown on this protractor.



What is the measure of angle Q to the nearest degree?

- A** 70°, because 50° plus 20° equals 70°
- B** 150°, because 130° plus 20° equals 150°
- C** 30°, because 160° minus 130° equals 30°
- D** 110°, because 160° minus 50° equals 110°

Item Analysis

Verb Determine

Using or Including Protractor

Concept Measures of Angles

Process TEKS 4.1B, 4.1E, 4.1G

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TEKS 4.8A Supporting Standard

identify relative sizes of measurement units within the customary and metric systems

22 A dictionary has a mass of about 2.5 kg. Which object has a mass closest to the mass of a dictionary?

- F** Bicycle
- G** Pair of boots
- H** Refrigerator
- J** Bag of chips

Item Analysis

Verb	Identify
Using or Including	Metric Systems
Concept	Relative Size
Process TEKS	4.1A, 4.1B, 4.1F

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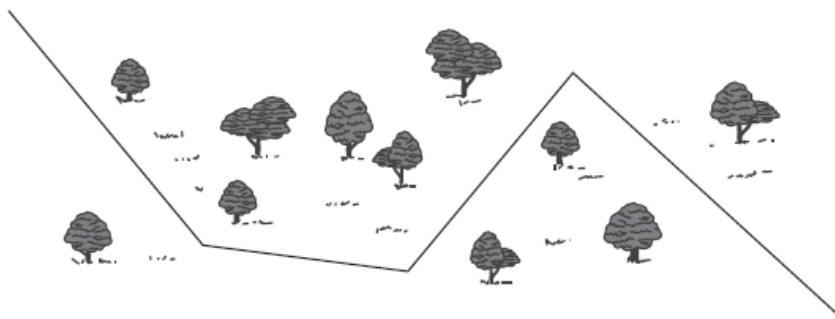
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TEKS 4.8C Readiness Standard

solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

ITEM

33 In the diagram below, the line segments represent four parts of a walking trail in a park. Use the ruler provided to measure the length of each line segment to the nearest centimeter.



Which measurement is closest to the total length in centimeters of the walking trail shown in the diagram?

- A** 9 cm
- B** 26 cm
- C** 22 cm
- D** 18 cm

Item Analysis

Verb	Solve
Using or Including	Addition
Concept	Length
Process TEKS	4.1A, 4.1B, 4.1C, 4.1E, 4.1F

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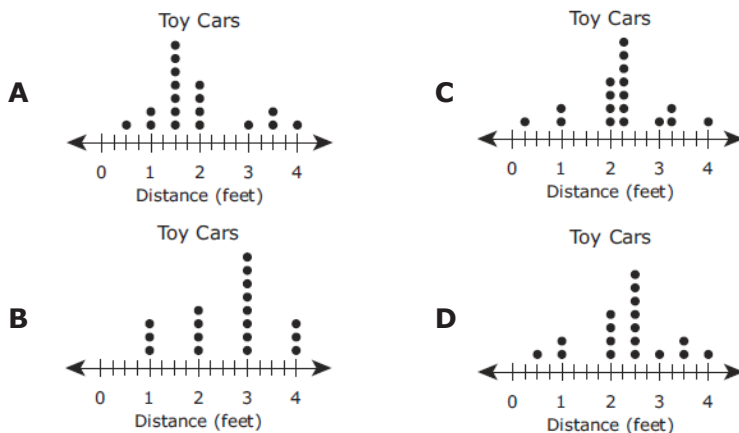
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TEKS 4.9A Readiness Standard
represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions

19 Students pushed toy cars to see how far they would roll. The table shows the number of cars that rolled different distances.

Distance (feet)	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4
Number of Cars	1	2	0	4	7	1	2	1

Which dot plot represents the data in the table?



Item Analysis

Verb	Represent
Using or Including	Frequency Table Dot Plot
Concept	Data Fractions
Process TEKS	4.1A, 4.1B, 4.1D, 4.1F

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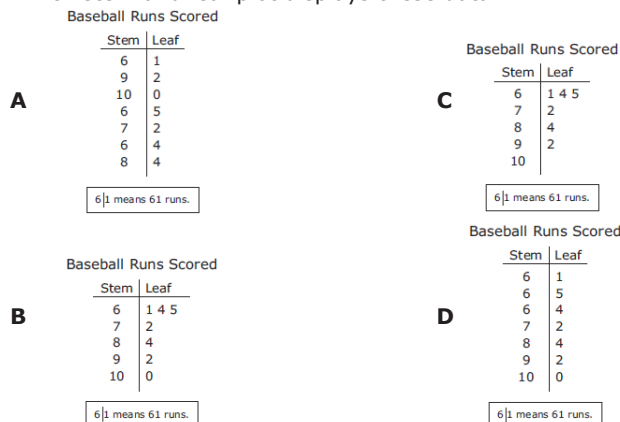
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TEKS 4.9A Readiness Standard
represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions

31 The table shows the total numbers of runs different baseball teams scored in one season.

Team	Total Number of Runs Scored
R	61
S	92
T	100
U	65
V	72
W	64
X	84

Which stem and leaf plot displays these data?



Item Analysis

Verb	Represent
Using or Including	Frequency Table Stem-and-Leaf Plot
Concept	Data Whole Numbers
Process TEKS	4.1A, 4.1B, 4.1D, 4.1F

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TEKS 4.9B Supporting Standard

solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot

ITEM

2 The stem and leaf plot shows the scores given to the dogs at a dog show. Possible scores were between 0.1 and 5.0.

Dog Show Scores

Stem	Leaf
0	8
1	2 5
2	2 4 8
3	0 3 3 6 8
4	0 5 5

1|5 means a score of 1.5.

What is the difference between the highest score and the lowest score shown in the stem and leaf plot?

- F** 4.3
- G** 3.7
- H** 0.25
- J** 0.47

Item Analysis

Verb	Solve
Using or Including	Decimals Stem-and-Leaf Plot
Concept	One-Step Problem
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.10B Supporting Standard

calculate profit in a given situation

13 Zoey sold snacks at a neighborhood pool. The cost of preparing the snacks was \$10.29. The money she received from the sale of the snacks was \$21.75.

What was Zoey's profit?

- A** \$32.04
- B** \$21.75
- C** \$11.46
- D** \$10.29

Item Analysis

Verb	Calculate
Using or Including	NA
Concept	Profit
Process TEKS	4.1A, 4.1B, 4.1F

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Category 1
Numerical Representations and Relationships
9 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.2A interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	NT		
4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	3	A	
	27	A	
4.2C compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$	30	J	
4.2D round whole numbers to a given place value through the hundred thousands place	7	500	
4.2E represent decimals, including tenths and hundredths, using concrete and visual models and money	NT		
4.2F compare and order decimals using concrete and visual models to the hundredths	NT		
4.2G relate decimals to fractions that name tenths and hundredths	1	C	
	32	F	
4.2H determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	NT		
4.3A represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$	NT		
4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations	NT		
4.3C determine if two given fractions are equivalent using a variety of methods	NT		
4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$	14	J	
	23	A	
4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	12	J	

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 6/9 questions

Category 2
Computations and Algebraic Relationships
11 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	6	F	
	18	F	
4.3F evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole	NT		
4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	21	D	
4.4B determine products of a number and 10 or 100 using properties of operations and place value understandings	34	J	
4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15	NT		
4.4D use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	4	H	
4.4E represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations	NT		
4.4F use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor	26	24	
4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	24	H	
4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	16	J	
	28	J	
4.5A solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	11	A	
4.5B represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	9	D	

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 7/11 questions

Category 3
Geometry and Measurement
10 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers	8	F	
	15	116	
4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	NT		
4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure	17	C	
4.6C apply knowledge of right angles to identify acute, right, and obtuse triangles	29	A	
4.6D classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size	5	D	
	20	F	
4.7C determine the approximate measures of angles in degrees to the nearest whole number using a protractor	10	H	
	25	D	
4.7D draw an angle with a given measure	NT		
4.7E determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures	NT		
4.8A identify relative sizes of measurement units within the customary and metric systems	22	G	
4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table	NT		
4.8C solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate	33	C	

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 7/10 questions

Category 4
Data Analysis and Personal Finance
4 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions	19	D	
	31	B	
4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot	2	G	
4.10A distinguish between fixed and variable expenses	NT		
4.10B calculate profit in a given situation	13	C	
4.10E describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending	NT		

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 2/4 questions

Category 1
Numerical Representations and Relationships
9 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	3	A	
	27	A	
4.2G relate decimals to fractions that name tenths and hundredths	1	C	
	32	F	
4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$	14	J	
	23	A	
4.2A interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	NT		
4.2C compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$	30	J	
4.2D round whole numbers to a given place value through the hundred thousands place	7	500	
4.2E represent decimals, including tenths and hundredths, using concrete and visual models and money	NT		
4.2F compare and order decimals using concrete and visual models to the hundredths	NT		
4.2H determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	NT		
4.3A represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$	NT		
4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations	NT		
4.3C determine if two given fractions are equivalent using a variety of methods	NT		
4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	12	J	

Category 2
Computations and Algebraic Relationships
11 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	6	F	
	18	F	
4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	21	D	
4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	16	J	
	28	J	
4.5A solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	11	A	
4.5B represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	9	D	
4.3F evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole	NT		
4.4B determine products of a number and 10 or 100 using properties of operations and place value understandings	34	J	
4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15	NT		
4.4D use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	4	H	
4.4E represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations	NT		
4.4F use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor	26	24	
4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	24	H	

Category 3
Geometry and Measurement
10 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers	8	F	
	15	116	
4.6D classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size	5	D	
	20	F	
4.7C determine the approximate measures of angles in degrees to the nearest whole number using a protractor	10	H	
	25	D	
4.8C solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate	33	C	
4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	NT		
4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure	17	C	
4.6C apply knowledge of right angles to identify acute, right, and obtuse triangles	29	A	
4.7D draw an angle with a given measure	NT		
4.7E determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures	NT		
4.8A identify relative sizes of measurement units within the customary and metric systems	22	G	
4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table	NT		

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Data Analysis and Personal Finance
4 Total Questions

TEKS	Item	Correct Answer	Process TEKS
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	31	B	
4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot	2	G	
4.10A distinguish between fixed and variable expenses	NT		
4.10B calculate profit in a given situation	13	C	
4.10E describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending	NT		